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ABSTRACT

The author has developed a treatment manual that has integrated technical cognitive-behavioral training in resolution of conflicts, from a social focus and in a group format. This intervention model includes: discussion and practice of the necessary components for the effective resolution of conflicts, making of decisions, identification of signs in nonverbal communication, practice of the appropriate use of communication during difficult situations, and techniques of self-control. This study constitutes one of the first steps in examining the effectiveness of this cognitive-behavioral intervention developed for children with a diagnosis of ADHD with comorbid conditions that exhibit depressive symptomatology. (Contains 31 references and 2 tables.) (GCP)

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Running Head: Effectiveness of a cognitive/behavioral intervention

Effectiveness of a cognitive/behavioral intervention in the reduction of depression with Puerto Rican children diagnosed with ADHD and other co-morbid disruptive disorders

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Effectiveness of a cognitive/behavioral intervention in the reduction of depression with Puerto Rican children diagnosed with ADHD and other co-morbid disruptive disorders

Cabiya and collaborators developed a treatment manual that has integrated technical cognitive-behavioral training in resolution of conflicts, from a social focus and in a group format. This intervention model includes: discussion and practice of the necessary components for the effective resolution of conflicts, taking of decisions, identification of signs in the non verbal communication, practice of the appropriate use of being spoken during difficult situations, techniques of self-control and reinforcement of the car-esteem. To be able to recognize the adaptive solutions that he/she needs to possess some cognitive strategies that allow him to consider the possible stocks, consequences and decisions to take. A cognitive-behavioral intervention for children will help them to practice appropriate forms of processing the information for the resolution of conflicts, negotiation and taking of decisions. Also to that can manage the difficult situations that are presented more appropriately. To more variety of situations to practice or to model with children bigger generalization from their behaviors to other scenarios. It is wanted to teach to the children dexterities (or to already improve their existent) through the same execution of the procedures that you/they will take them to reach the goals. This study constitutes one of the first steps with the effectiveness of the intervention cognitive-behavioral developed for Cabiya and collaborators with children with diagnostic of ADHD with comorbid conditions that exhibit depressive symptomatology.

Method

Participants

The participants in this study was a total of 139 children and 51 girls whose ages fluctuated among the 8 to 14 years with an average of 10.72 and typical deviation of 1.55. The evaluations were carried out in public schools chosen by their high incidence of children with behavioral problems in San Juan's metropolitan area, Puerto Rico. In the selected schools, the teachers referred to the children with aggressive-impulsive behaviors.

Instruments

The Children Depression Inventory for boys and girls (CDI, for their initials in English) and the Youth Self Report (the YSR for their initials in English; Achenbach, 1991).

General procedures

The intervention consisted of 8 therapeutic sessions on which the children learned different techniques to manage its behavior.

Sessions 1-3: The technique "Stop and Think" for the resolution of conflicts is presented.

Sessions 4-6: The objectives of these sessions were to respond in a constructive way their feelings of anger toward others. To continue practicing with the children to regulate feelings of anger to avoid conflicts. To foment in the children an appropriate process of resolution of conflicts. To explore feelings and the regulation of impulses toward figures of authority. To foment in the children the use of a relaxation technique.

To apply technique of "Stop, Breath and Think".

Sessions 7-8: The objectives of these sessions are to teach the following dexterities:

To consolidate the dexterities acquired in the previous sessions. To facilitate the development of the dexterities in a constructive way by means of the final activity. In this final activity the children are subdivided in subgroups where they present a project that summarizes the principles learned in the intervention.

Results

The design was of differential evaluation of the result of the treatment. The averages in each experimental scale before and after the treatment of each group were compared with an analysis of variance of repeated measures. The results of the analyses demonstrated significant differences in the scale of depression/anxiety of the YSR before and after the treatment. They didn't meet other significant results with the other experimental measures, neither in the interaction of treatment group in advance of measure (before and after the treatment). Nevertheless, when being carried out the same analyses considering age like a co-variable significant results were obtained for the girls in the depression scales. Also, a significant tendency in the reduction of their aggressiveness was obtained. The Tables 1 and 2 present the results of the statistical analyses. The Chart 3 presents the significant correlations among the scales of the YSR, the CDI and the ICD-E and the Table 4 for girls.

Discussion

These results support the revised literature that it points out that the cognitive/behavioral interventions with children with diagnostic of ADHD have positive effects in reducing the depressive symptomatology. Also, this investigation could demonstrate the effectiveness of an intervention cognitive/behavioral that integrates the cognitive-social modality with the Hispanic children with diagnostic of ADHD with disruptive behaviors. Also, the age appears to be an important variable in this study with girls. It is possible that the girls respond better as they grow older since they develop better cognitive resources to benefit from cognitive/behavioral therapies like the one utilized in the present study. Finally, the correlations among the variables demonstrated little correlation among those reported by the boys and their teachers. Although if it was found that significant correlation among the depressive symptomatology reported by children and their report of aggressive behaviors.

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Table 1
Mean scores and typical deviations of the CDI and YSR for diagnostic group before and after the treatment for children.

Scale	Group ADHD (N = 29)		Group ADHD/ODD (N = 41)		Group ADHD/CD (N = 19)		Others (N = 50)		F	SIG
CDI	Pre 14.1 (DT = 7.1)	Post 15.24 (DT=7.9 9)	Pre 14.07 (DT = 5.73)	Post 14.17 (DT = 7.69)	Pre 15.52 (DT = 6.31)	Post 13.58 (DT=4. 79)	Pre 13.84 (DT = 7.4)	Post 12.98 (DT=6. 87)	.391	. 533
YSR-anxiety / Depression	Pre 7.31 (DT = 4.83)	Post 6.48 (4.79)	Pre 7.66 (DT = 5.01)	Post 6.51 (DT = 5.39	Pre 8.42 (DT = 5.16)	Post 6.79 (DT=5. 06)	Pre 7.26 (DT = 5.47)	Post 6.18 (DT=4. 6)	6.98	.009
YSR-aggressiveness	Pre 9.10 (DT = 6.02)	Post 8.62. (DT = 5.27)	Pre 10.7 (DT = 5.35)	Post 9.17 (DT = 6.46)	Pre 12.37 (DT = 7.35)	Post 12.68 (DT=6. 72)	Pre 11.06 (DT = 7.35)	Post 9.08 (DT=5. 42)	3.42	.066

Table 2
Mean score and typical deviations of the CDI and YSR for diagnostic group before and after the treatment for girls.

Scale	Group ADHD (N = 10)		Group ADHD/ODD (N = 11)		Group ADHD/CD (N = 7)		Others (N = 23)		F	SIG
CDI	Pre	Post	Pre	Post	Pre	Post	Pre	Post	1.15	. 289
	15.4 (DT = 5.25)	12.7 (DT=6.1 1)	10.9 (DT = 4.59)	9.72 (DT = 8.87)	16 (DT = 9.25)	15.57 (DT=6. 55)	16.65 (DT = 7.11)	16.26 (DT=8. 94)	4.81*	.033*
YSR-anxiety / Depression	Pre	Post	Pre	Post	Pre	Post	Pre	Post	6.58	.014
	7.70 (DT = 4.42)	7.5 (DT = 5.27)	7.45 (DT = 3.8)	6.36 (DT = 3.88)	12 (DT = 5.03)	7.14 (DT=5. 36)	8.65 (DT = 4.74)	7.56 (DT=4. 37)	5.38*	.025*
YSR-aggressiveness	Pre	Post	Pre	Post	Pre	Post	Pre	Post	2.33	.133
	7.2 (DT = 3.82)	8.6 (DT = 5.. 01)	10.9 (DT = 5.75)	10 (DT = 5.29)	11.43 (DT = 8.22)	8.29 (DT=6. 5)	10.61 (DT=5)	8.56 (DT=4. 79	2.82*	.1*

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